**CEP 452: Students with Disabilities in the Regular Classroom**

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| Instructor | Ira David Socol, Sara Beauchamp-Hicks |
| Title | Doctoral Students, Research and Teaching Assistants |
| Office Phone | 517-355-1837 (Special Education Office: Leave Message) |
| Office Address | 176 Erickson Hall, College of Education (Socol) |
| Office Hours | by appointment |
| E-mail | Email us through the Angel Course Website |
| Location | 115 Eppley AND 132 Erickson Hall |
| Digital Location | Angel and <https://sites.google.com/site/cep452fall2010/home> |
| Times | Tuesdays, 4:10 - 7:00 pm |
| Start Date | September 7, 2010 |
| Course Credits | 3 |

**Required Text**

All readings, videos, etc. will be available on the course website.

**Suggested Text**

Suggested readings will be available on the course website.

**Course Description**

The roles of special educators become more diverse every day. Not only are you expected to provide individualized instruction tailored to the needs of each student on your caseload, you are also expected to know the standards and expectations of the general education classroom and curriculum—and to make sure that students with disabilities meet those standards and expectations!   
  
This course will focus on one very powerful tool to help students with learning challenges participate and succeed in the school curriculum: *assistive technology*. Assistive technology includes any technology system or device that can improve educational outcomes for students with disabilities. Assistive technology includes both low tech and high tech—from pencil grips to sophisticated literacy software--and we will talk about a continuum of technology options in this course.

The course is structured in a different way than most courses you will take in the College of Education. We will meet *every other week as a whole class*, in 115 Eppley Hall. In these large group classes, we will discuss assistive technology topics and demonstrate specific applications of technology. Then, *on alternate weeks, we will meet in Room 132 Erickson Hall*. This is a computer lab and here, with our assistance, you will have guided, hands-on experience, with a specific technology application.

*Something else important*… this will be a paperless course. There are no books to purchase. There will be no handouts, not even attendance sheets to sign. You will not give any papers to us. You will not receive comments back from us in paper form. Part of what we are investigating in this course is preparing your students for the world they will graduate into, and that world will surely be different than the world of schools today. (*None of this prevents you from printing out any document you would rather have on paper – based in your own preferences*.)

Please bring web-able devices to class – laptops/netbooks and/or “smartphones”/web-enabled phones. Our goal in this is *not* to increase your Facebook or texting or talk time, and we’d like you to be considerate and respectful of both us, as instructors, and your fellow students (*Phones should be set to silent ring, slip quietly out of the room if you must take a call or respond to a non-class associated text message, and please, listen when others are speaking!*). Our goal is to explore the way that this century’s technologies may break down learning barriers, and to help you lead your future students into their future.

In terms of device ownership – the educational acronym is “SODs” (“Student Owned Devices”) – we’d like to remind you that some MSU courses have textbooks which actually cost *more* than a smartphone or netbook. And we do not care if your device is Apple, Windows, BlackBerry, Linux, Android, webOS, Nokia, or anything else. There are certain advantages to some systems for some things – which we will discuss – but we are “device agnostic,” we don’t care, as long as it gets you online.

*Two last notes on “paperless” – (1) if you have a significant problem bringing a device to class, please let us know privately. We will find you a “tech partner.” (2) please bring your devices charged. 115 Eppley is a mid-20th Century classroom, and outlets are extremely scarce.*

**Tentative Schedule**

Like all good teachers should be, we are flexible and, to the degree that we can be with a large class, will be responsive to class pace and interests. Therefore, there may be slight changes in the list of topics for any particular class. We will announce any changes in the topics to be discussed in class.

Look under the Lessons Tab, where you’ll find weekly folders for readings and assignments.

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| **Date** | **Topic /Lab** | **Pre-Class Assignment** | **Post-Class Assignment** |
| **Sept 7:**  **115 Eppley**  **Whole class** | What is assistive technology?  What do I have to do in this course? | Reading (*Who are these kids?*) and online response.  Reading (3 short web articles). | Sign-up for:Google Accounts, VoiceThread, Twitter, Webspiration, Skype  Enter account names into Angel database by September 14 |
| **Sep 14:**  **132 Erickson**  **Lab groups** | Intro to the AT lab | Reading (short web sites and online response. | Lab assignment  Due September 21 |
| **Sept 21:**  **115 Eppley**  **Whole Class** | Literacy Tools to Support Learning: Digital Books.  Language of Disability | *Heavy Reading Week!*  Reading (Language of Disability websites) and online response.  Readings on Literacy Support. |  |
| **Sept 28:  132 Erickson**  **Lab groups** | Creating Digital Books | Reading (2 short websites). | Lab assignment  Due October 5 |
| **Oct 5:  115 Eppley**  **Whole Class** | Low cost/no cost assistive technology | Bring listed items to class. | In class responses |
| **October 12:**  **132 Erickson**  **Lab groups** | VoiceThread  Plus Social Media | *Heavy Video Watching Week!*  View Video.  Videos, blogs, PowerPoints, mostly short. Respond both before and after October 10. | Lab assignment  Due October 19 |
| **October 19:**  **115 Eppley**  **Whole Class** | Literacy tools to support writing | Reading (2 articles). |  |
| **October 26:**  **132 Erickson**  **Lab groups** | Use a digital writing tool |  | Lab assignment  Due November 2 |
| **November 2:**  **115 Eppley**  **Whole class** | Google Apps for Education Google Tools |  |  |
| **November 9:**  **132 Erickson**  **Lab groups** | Inspiration |  | Lab assignment  Due November 16 |
| **November 16:**  **115 Eppley**  **Whole class** | Mobile technology |  |  |
| **November 30:**  **132 Erickson**  **Lab groups** | Mobile technology applications |  |  |
| **December 7:**  **115 Eppley**  **Whole class** | AT and the IEP  Web accessibility |  | Google Site Complete  Self-Eval due December 9 |

**Course Expectations:**

Below are the expectations we have for this class, and for you as a member of the class.

1. We are co-teaching this course.  We view ourselves as having equal status in this endeavor.  Although we'll divide up some of the responsibilities, and one of us will take the lead for different class sessions, we'll work closely together throughout the semester to try and give you the best learning experience we can.    
     
   Each of us brings to the course a different set of experiences, expertise, and views on education and life.  Expect that we may vary in what we tell you. Expect that we may contradict one another.  Expect that we may disagree with one another.  There IS no right or single answer to any issues we are discussing in this class.   
     
   Rest assured, however, that our differences will not affect your grades.  We'll develop a common framework for grading your assignments, so that our differences will not be reflected in our formal evaluations of your work in the class.
2. Please share general concerns and issues with all of us by copying each of us on your emails.  If you have a question about an assignment or class session that's taught by only one of us, you may email that individual.
3. If you have a complaint or issue with one of us, please talk directly to the person with whom you have a complaint or issue first. If the issue isn't resolved to your satisfaction, then you can bring it to the attention of the other instructor.
4. You will be assigned a specific lab time, and you must attend the lab session during that time. No exceptions. All labs are during regularly scheduled class time, and thus, there is no good reason why you would not be able to attend the lab at your schedule time. If you feel a strong need to switch your lab time, you will need to find someone else in another lab group with whom you can switch. We will not switch your lab time unless both you and another individual agree to make the switch. BOTH of you must send us an email agreeing to the switch.

**No changes in lab times can be made after September 21, 2010.**

**5.** You will be assigned to a 3 to 5 person lab group during your lab time. Lab groups will work together during the lab, and will complete the lab papers as a group—*turning in one assignment per group for the lab papers only*, and receiving the same grade. You will be assigned to a lab group on September 28, 2010. You cannot make changes in your lab group without our permission.

6. Be ON TIME. Class will start on time, and if you are here and ready to begin on time, then we will be able end class on time. Constant tardiness will affect your class participation grade

7. Please don't ask us if you can leave class early.  That's not a decision we can make for you.  If you believe that leaving class early is unavoidable, then you make that choice.  If you ask us, we will say, "It's up to you."  And, we won’t give you the attendance number regardless of the reason you leave early. We think that what we have to offer you is important enough for you to stay for the whole class.  If we don't have what we believe is important to say or do in class--we'll let you go early.

8. We shouldn't have to say this, but it occurs much too often. *Listen when someone else is talking*. This is a big class, and side conversations, when either an instructor or a classmate is trying to address the whole class, or a group within the class, are distracting and disrespectful. Think about how you'd want to be treated if this was your classroom--and think about how you want to treat your students--and behave accordingly.

At the same time, we will use online backchannelling in this course, presenting you with a new model for capturing the richness of all the learning and activity which go on within a classroom.  
  
9. Come to class prepared—make sure you do any assigned pre-class work, read the assigned readings, think about the week’s topic and readings prior to class, and be ready to ask questions and discuss. We expect everyone to participate in class, and we will not hesitate to call on people at random if necessary.  
  
10. Much of our interaction with each other, and with course materials, will occur through our Angel course website and other “social web” (“Web 2.0”) locations. Many weeks we’ll have “preview” assignments. These are brief surveys or other assignments that will help you, and us, get ready for an upcoming class. Although these assignments will not be graded, they are part of your class participation grade, and we expect you to complete them by the due date.

And, don’t forget—we can check Angel to see when and how often you have accessed information on the course site.   
  
11. Assignment due dates are as much for your convenience as for ours. If you keep on schedule, then you’ll get through the class without too much stress, and we’re against stress in general, as any teacher should be. We do expect that all assignments will completed and in on time. But, if you anticipate being late with an assignment, please email us as soon as possible. Our goal is learning, and in order to learn together we need to work somewhat “synchronously,” but that does not mean that we don’t understand that “life happens.”

12. Please, no paper on assignments being turned in. It just does not work for us, and it does not really work for this century. Make sure you retain a digital copy of all your work, back things up, and not just on your own computer. Attach important work to a draft in Gmail and save it. Back it up to a Flash Drive. Multiple copies protect you from random crashes.   
  
13.  Check the course Angel site, the course Google site, and your email frequently.  We'll have regular announcements each week, and other materials of interest.  “I didn’t get your email” is not an acceptable excuse. We'll send email with class updates and other important information.  We know you check other sites regularly--add Angel to your list!

14. Finally, the every-other-week schedule will challenge you to keep track of things. You will have to do that—stay organized and keep track of where you need to be each week. Put dates on your calendar, check Angel, post the printed schedule we’ll give you on your refrigerator…whatever works for you. We will not accept the excuse, “I forgot where we were meeting this week” as a reason for being late or missing class.

**Grading Policy**

We will have a combination of assignments including periodic weekly assignments that will be completed before each class (previews), every other week lab papers (group assignments), and two semester long individual projects. More information about the individual projects is in the Course Assignments folder. Information about the preview assignments and lab papers will be presented and discussed in class, with follow up posts about them on the Angel course website.

Preview assignments will not be graded. We will read them, however, and comment on them, as a whole, at the start of that class. We will keep track of who completes the preview assignments, and they will count toward your class participation grade. Preview assignments will be “shut down” after the date they are due, and you will not be able to complete them if you are late. They are not long assignments, so there is no real reason the not get them done by their due dates. Note “essay” answers in Angel preview assignments do not suggest that we want you to write an “essay.” We just want you to have space to say what you need to say.  
  
Assignments and point values are as follows:

Technology Blog (individual project): 20

Technology Site (individual project): 25

Lab assignments (group projects): 5 x 5 = 25

Class participation (includes preview project, participation in class and on Angel): 30  
  
Letter grades will be assigned based on the proportion of total points you earn, as follows:   
  
4.0 = 94% to 100% of total course points   
3.5 = 93% to 90% of total course points   
3.0 = 85 % to 89% of total course points   
2.5 = 80% to 84% of total course points   
2.0 = 75% to 79% of total course points   
1.5 = 70% to 74% of total course points   
1.0 = 65% to 69% of total course points   
0.0 = 64% or less of total course points  
  
When you think about your assignments, don't ask us, "what do you want." We'll be clear about the procedural steps we want you to follow; but we want you to, first and foremost, think about the course content, relate it to your experience, be critical consumers of information, communicate clearly, and be creative! It's not what we "want" you to say--it's what we hope you will learn and convey to us--that matters most.

**Attendance Policy**  
  
Attendance is mandatory. This is not a typical lecture class, in which you can get class notes from a friend and, in doing so, learn all that we covered in class. Rather, classes will involve demonstrations and discussions that can’t be fully reproduced in a set of notes. Furthermore, lab sessions cannot be “made up,” we have the lab room available to us only at scheduled times. Therefore, you need to attend each class.

We will take class attendance in the following manner. During each class, *after the class break*, we will give you a numeric code that you will enter into the attendance roster on Angel. The correct entry of that code will tell us whether you were in class and whether you stayed for the second half of class. (We know that taking attendance at the start of class does not encourage some of you to stay through class). You must be in class to get the code, and you must remember to enter it.

You may have one absence (although we sincerely hope that you will not miss class at all). We know it’s tough to attend every class, but we’ll be here every week—and we expect you to have the some commitment. We realize we are competing with religious holidays, parent/teacher conferences, other meetings, and other events in your life that are important to you. However, you miss a lot when you miss a class, and we want you here every time. We will deduct one point from your final grade for every absence after the first absence.

**Academic Integrity**

Please be aware that copying phrases or larger chunks of text from any documents on the web, without proper attribution to the author(s), constitutes plagiarism. For more information about MSU’s policies on plagiarism, see: <http://www.msu.edu/unit/ombud/plagiarism.html>

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| The following statement is an excerpt from the University’s policy about academic integrity. You should be fully aware of your responsibilities as a member of this class, of MSU, and of the larger academic community. Please see the following links for additional information on academic integrity: <https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html#Integrity>  https://www.msu.edu/unit/ombud/ExplanationScholGrades.html.  “The principles of truth and honesty are recognized as fundamental to a community of scholars. The university expects both instructors and students to honor these principles and, in so doing, to protect the validity of university education and grades. Practices that maintain the integrity of scholarship and grades include providing accurate information for academic and admission records, adherence to unit-approved professional standards and honor codes, and completion of original academic work by the student to whom it is assigned, without unauthorized aid of any kind. To encourage adherence to the principles of truth and honesty, instructors should exercise care in planning and supervising academic work.   1. If an instructor alleges a student has committed an act of academic misconduct, the instructor is responsible for taking appropriate action. Depending on the instructor’s judgment of a specific instance, the instructor may give the student a penalty grade. A penalty grade may be a reduced score or grade for the assignment or a reduced grade for the course. [For a definition of “penalty grade”, see Academic Freedom Report (AFR) 8.1.15 and Graduate Students Rights and Responsibilities (GSRR) 8.1.15.] 2. When an instructor gives an undergraduate or graduate student a penalty grade for academic misconduct, the instructor must provide a written description of the details of the academic misconduct to the student and to the student’s academic dean. The student’s academic dean will add the written description to the student’s academic record, where it will remain, unless the student successfully grieves the allegation. 3. In notifying the student’s academic dean of the student’s act of academic misconduct, the instructor may request the student’s academic dean to initiate an academic disciplinary hearing to impose sanctions in addition to, or other than, a penalty grade. 4. When in the judgment of the student’s academic dean, a sanction in addition to, or other than, a penalty grade is warranted (e.g., dismissal from a unit or program), the dean may call for an academic disciplinary hearing. In calling for an academic disciplinary hearing, the student’s academic dean may act independently or in response to a request by the instructor. [See AFR 4.3.1.1, GSRR 5.5.2, and Medical Student Rights and Responsibilities (MSRR) 5.1.3.1.] 5. A student accused of academic misconduct may request an academic grievance hearing to contest the allegation before the appropriate hearing board of the department, school, or college in which the alleged academic dishonesty occurred. In cases involving academic misconduct, no student may be dismissed from a course or program of study without an academic disciplinary hearing.” |

**Disability Policy**

Our course will be based in the principles of universal design. You are welcome to convert anything we use into any medium or form that works for you. If you have any problems doing this, please ask.

That said, students with disabilities are strongly encouraged to contact the Resource Center for Persons with Disabilities if further accommodations are necessary. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). More information about the Resource Center for Persons with Disabilities can be found at: http://rcpd.msu.edu/

**Additional Information**

The College of Education is strict about enforcing the University’s course enrollment policy. No student is allowed to take a class unless they are enrolled in that class. You will not receive a grade for this course, even if you attend all classes and complete all assignments, unless you are listed on the official course roster. You must enroll, pay tuition, and be enrolled throughout the course for a grade to be awarded. This is university policy, and we are not permitted to make exceptions. It’s your responsibility to make sure you are and stay officially enrolled in the course.

Last, but not least: Please talk with an instructor as soon as you have concerns, questions, or issues that might affect your performance in the course.